

AAH UNDECLARED STUDENT GUIDEBOOK

MAJOR EXPLORATION GUIDE

“Your Degree. Your Decision. Your Success!”

Welcome to Clemson University’s Academic Success Center Major Exploration Guide, and congratulations on moving one step closer to declaring your major! Within the pages that follow, there are a variety of activities to help you discover your passions and learn how they intersect with your academic and career goals. Remember: there are no right or wrong answers! Your work on these activities will simply help you uncover your definition of success and then give you the tools to achieve it.

You can complete these activities as you prepare for your academic advising appointments and course registration each semester. Approximately half of all Clemson students change their major prior to graduation, so remember, this is a natural process of discovering more about yourself and your optimal path. Ultimately, you are in the driver’s seat of your degree, your decision, and your overall academic success!



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SECTION 1: YOUR PASSIONS

In this section, you will explore your passions, which include your strengths, interests, and values. Through self-reflection, you will discover what you are eager to learn about, as well as what your purpose in life is at this moment. Ideally, your major will encompass both!

Activity #1: Strengths, Interests, and Values

The first step in declaring your major is exploring your strengths, your interests, and your values. Use the definitions and the chart below to help you discover what your own strengths, interests, and values are.

Strengths: What you do well at, excel in, or naturally come easy to you. They are often verbs.

- Examples: cooking, playing sports, reading, writing, doing math

Interests: What you enjoy doing. You may have a desire to learn more about these subjects.

- Examples: art, music, chemistry, history, social media

Values: What principles are most important to you.

- Examples: family, honesty, trust, balance

Use the chart below to help you continue reflecting. Circle, highlight, or star the ones that appeal to you the most. If you think of other words that resonate with you, feel free to add them.

Strengths	Interests	Values
<ul style="list-style-type: none">• Public Speaking• Dancing• Problem Solving• Communication• Leadership• Using Technology• Fitness• Reading• Writing• Analyzing• Fixing Things• Teaching others• Learning new languages• Singing• Playing Sports• Interpreting Graphs• Collecting Data• Gardening• Model Making• Photography• Strategizing• Time Management• Organizing• Acting• Playing an instrument• Creative Thinking• Working with others• Interior Decorating	<ul style="list-style-type: none">• Foreign Languages• Math• Chemistry• Biology• History• English• Public Speaking• Business• Engineering• Computer Science• Dancing• Singing• Acting• Playing Sports• Education• Philosophy• Social Justice• Medical Field• Law• Teaching• Caring for Others• Parks and Recreation• Other Cultures• Traveling• Video Games• Blogging• Music• Volunteering• Stock Market• Coding Data	<ul style="list-style-type: none">• Authenticity• Justice• Balance• Communication• Education• Organization• Honesty• Trust• Respect• Safety• Citizenship• Fairness• Faith• Fun• Happiness• Kindness• Knowledge• Leadership• Learning• Meaningful Work• Responsibility• Service• Success• Wealth• Stability• Popularity• Creativity• Peace• Loyalty• Self-Respect

Need help? If you are having trouble defining your values, consider using this link for definitions of 125 different values: https://www.minessence.net/pdfs/values_definitions.pdf

Reference: Adapted from Dr. Virginia N. Gordon's recommendations, by Dr. George Steele

Introducing Ikigai

Now that you have reflected on your strengths, interests, and values, you can arrange them into an **ikigai (eye-ka-guy)**, a Japanese Venn Diagram model that can help you further discover your reason for being. Use this model to help you discover your passion, mission, vocation, and profession, defined as:

Passion: What you love and are good at.

Mission: What you love and the world needs.

Vocation: What the world needs and you can get paid for.

Profession: What you can get paid for and are good at.

Your major ideally allows you to engage with all four areas. When creating your ikigai ask yourself these four questions:

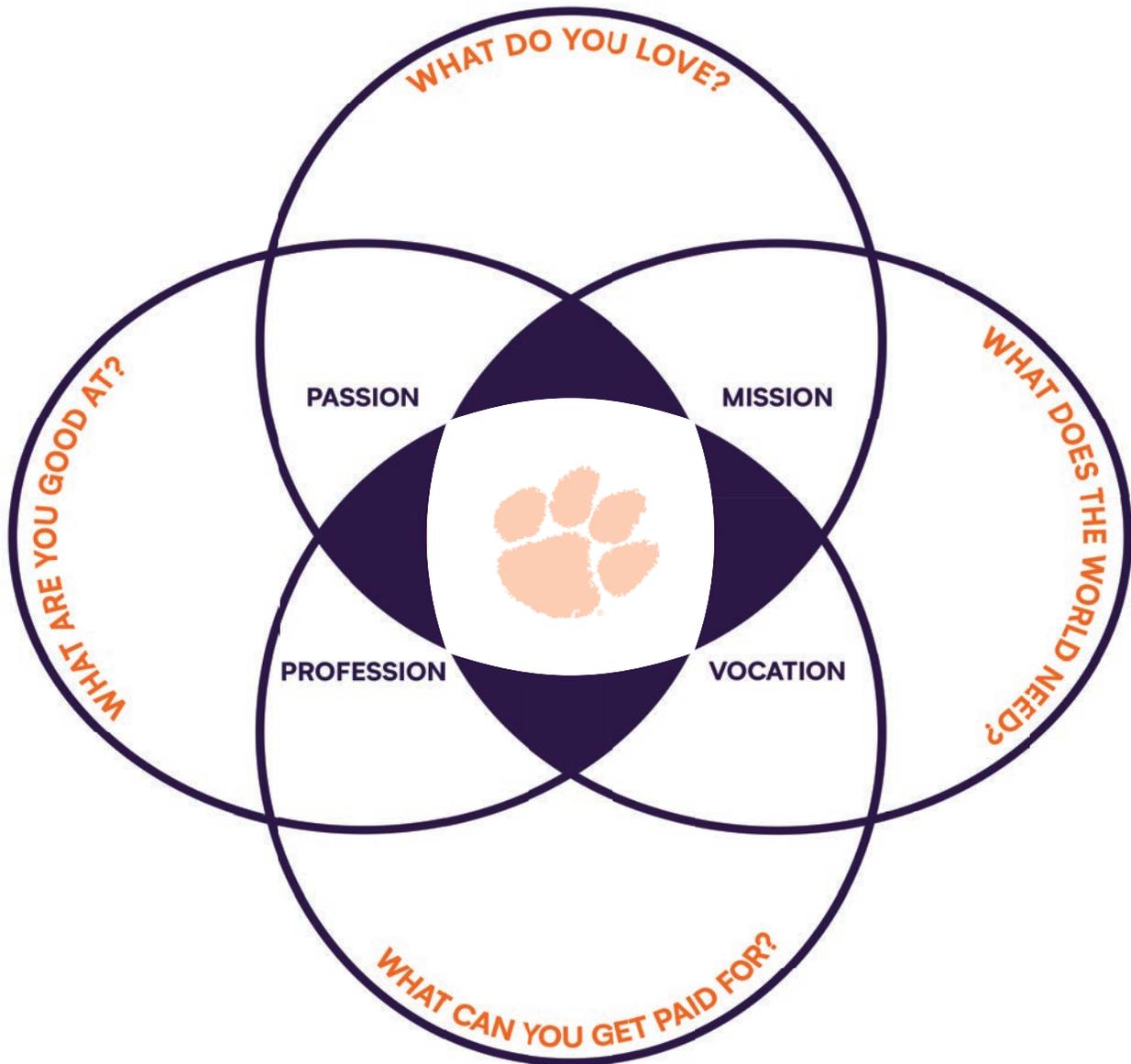
1. What do you love?
 - Example: animals, children, family, painting, running, reading, writing
2. What are you good at?
 - Example: taking care of others, gathering data, problem solving, fine arts, sports
3. What does the world need?
 - Example: food security, education, social justice, solved problems, efficiency
4. What could you be paid for?
 - Example: teaching, nursing, engineering, veterinarian, social worker, marketer

Consider the example below before you begin constructing your own ikigai



Activity #2: Create Your Own Ikigai

In this activity, use the information from the previous pages to create your own ikigai. Remember to pay attention to where your ikigai overlaps. Frequently, your best-fit major will sit in those areas.



1. What are some common themes throughout your ikigai?

2. What is at the center of your passion, profession, vocation, and mission?

3. How will you use your ikigai to help you make a decision about your major or profession?

Section 2: Your Academics

In this section, you will consider your preferences regarding your overall academic experience. While you will take courses to explore different degree paths, you will also benefit from reviewing the different types of degrees and curricula Clemson has to offer.

Activity 3: Degree Decision Tree

In this activity, you will consider what classroom experiences are appealing to you. In a future activity, you will compare this understanding with potential majors. For each of these scenarios, indicate whether the scenario is:

- a. Definitely for you
- b. Something you will do if you need to
- c. Something you would prefer not to do if possible
- d. Not at all for you

___ You attend many of your classes on the first day of this semester. As you meet your professors and read through the syllabi, you see that most of the courses require math and science to excel. There are lots of labs, problem solving centered tests, and formulas to memorize. You don't see as many opportunities for writing papers, engaging in class discussion, or doing reading that isn't from a textbook. These types of classes are...

___ You and a friend are chatting after class about what courses he is taking. He mentions that this semester he has lots of classes that are in disciplines outside his major. That's because his major has lots of room for elective credit. You imagine having a flexible curriculum. There would be a lot of room to check out new classes, but less required credits taking courses in the major you initially chose. This opportunity is...

___ You're in your advisor's office, talking about the classes that you need to take for your ideal college experience. Your advisor brings up taking a modern language class (ASL, Chinese, French, German, Italian, Japanese, or Spanish). You picture yourself in the classroom, surrounded by peers communicating in something other than English. You can see your professor telling you all about other cultures and ways of living. This opportunity is...

___ Your advisor also asks you about the possibility of adding a minor to your degree. It will give you an opportunity to explore another discipline, as well as add to your resume. However, it may add more credits to your degree. You imagine yourself getting involved with another department. This opportunity is...

___ As you're leaving your advisor's office, a student stops you by the library. She mentions that she's trying to recruit students to come to a meeting about study abroad opportunities. Would you want to attend? You imagine yourself in another country, immersed in a place you're unfamiliar with, making new friends, trying new food, and seeing new sights. You picture yourself adjusting to lots of new things from language to currency to customs. This opportunity is...

___ You wake up the next morning, ready to go for the day. You check your schedule and realize you signed up for an internship/co-op that starts today. You picture yourself at the office, putting your skills to the test outside of the university. It's a very different environment, and sometimes takes time away from other things like studying or hanging out with friends. However, you're gaining valuable experience on the job and making a lot of new connections. This opportunity is...

Activity #4: Non-Negotiables and Deal Breakers

In this activity, you will make decisions regarding the aspects of your degree that you are unwilling to compromise on as you select a major. Of course, in any degree program, there will be required courses that you prefer over others; however, it is important to reflect on what you can see yourself committing to do for at least a few years. It can be useful to identify your non-negotiables and your deal breakers by reflecting on your past academic experiences:

- A **non-negotiable** is an aspect of your curriculum that you know you need to feel content when you graduate.
- A **deal breaker** is an aspect of your curriculum that you know you do not want to be part of your college experience.

Reflect on the following questions to help you identify what experiences fall into each of these categories.

1. Think about the courses you have previously completed at the high school or college level. Which courses were your favorites? What about these courses make you feel this way?

2. Which courses were your least favorite? What about these courses make you feel this way?

3. Think about any jobs you may have had in the past. What did you enjoy most about your role(s)?

4. What did you enjoy least about your role(s)?

5. Identify at least one **non-negotiable** experience. In other words, what is something you refuse to do without (e.g. required internship, required modern language, etc.)?

6. Identify at least one **deal breaker**. In other words, what is an academic experience you want to avoid at all costs (e.g. required internship, required modern language, etc.)?

Investigating the Curricula

The two most common degrees for undergraduates are the Bachelor of Arts, also known as a BA, and the Bachelor of Science, also known as a BS. Some majors will actually allow you to do a BA or a BS in that major, so be on the lookout for that! A couple of other bachelor's degrees are available at Clemson, but they are less common. These include the BFA, which is the Bachelor of Fine Arts, and the BLA, which is the Bachelor of Landscape Architecture.

The BA degree typically includes a modern language requirement and a minor. It also may come with increased flexibility for elective credits. The BS has extensive math and science requirements as part of the curriculum. There will be less flexibility for minors, electives, and modern language credits.

Some majors are limited enrollment majors. Some departments may also call them "Closed." Typically, these majors have a GPA requirement and require certain coursework to be completed before students are eligible to transfer into that major. Sometimes, a department may ask for additional materials, such as an application or letters of recommendation.

Students interested in pursuing a limited enrollment major must also identify a parallel plan. A parallel plan is an important part of your process for several reasons. It ensures you are making progress to graduation in a degree of interest in while you work toward acceptance in a limited enrollment major. In addition, a parallel plan can make your application to those limited enrollment majors even stronger, increasing your likelihood of being accepted.

Investigating the Curricula



Activity #5: Charting the Degrees

Log onto the Degrees page at www.clemson.edu/degrees. Scroll to the “Search by Your Interest” section.

1. Use the ikigai you generated in a previous activity to input a combination of your strengths and interests in the “I’m interested in..” text box and/or check off some interests in “I like to...” field.
2. Repeat this process until you have identified 3-4 degrees you would like to research further. Pay special attention to any degrees that come up multiple times in your search.
3. Use the Clemson Catalog and the Degrees page to fill in the chart below by looking at the degrees’ curricula, common career areas, and experiences beyond the classroom.

Degrees:	Degree 1:	Degree 2:	Degree 3:	Degree 4:
GPA required to declare				
What surprised you about the curriculum?				
What class requirements did you expect to see, but didn't?				
What class requirements did you see that you were surprised to see?				
What class or classes would you be most excited about taking in this degree?				
Does this degree require instruction in a modern language?	Yes No	Yes No	Yes No	Yes No
Does this degree provide opportunity for a Co-op or internship?	Yes No	Yes No	Yes No	Yes No
Does this degree provide opportunity for studying abroad?	Yes No	Yes No	Yes No	Yes No
What are 3 interesting common careers for this degree?				

Once you have created your chart, look over all the degrees you have explored. Answer the following reflection questions as you continue to explore all your degree options.

1. Which degree(s) would you like to know more about? Find the contact information for each degree and include it below.

2. What careers, if any, showed up in more than one degree?

3. Of the answers of what surprised you about each curriculum, were there any pleasant surprises?

4. Did any of the degrees contain one of your non-negotiables? If yes, which one?

5. Did any of the degrees contain one of your deal breakers? If yes, which one?

6. Place the degrees you have explored so far on the scale below to rate your general interest:



1 (I'm not excited at all; the curriculum is not what I was hoping)

5 (I'm interested in some of the classes, and some I have no interest in)

10 (I'm interested in all the classes listed in the curriculum)

Section 3: Your Career

In this section, you will explore the level of alignment between your majors of interest and potential careers you are considering. While your career path may shift as time goes on, your employment goals can be excellent clues in choosing the best fit major for you.

For more on this topic, we suggest you visit Clemson's Center for Career and Professional Development (CCPD), highly ranked in the Best Career Services category by Princeton Review.

Activity #6: CCPD's Work Values Exercise

Take a look at the chart below and consider how you feel about each work value. Check the box that fits how important the value is to you, regardless of whether you know what career you plan to pursue or not. This thinking exercise will help you organize your thoughts for the next few sections!

	Very Important	Somewhat Important	Not Important
Work in a fast-paced environment			
Work indoors			
Have a variety of tasks			
Work at a desk			
Do the same things each day			
Work alone			
Be a part of a team			
Be given work and directions			
Have a flexible work environment			
Work with people			
Work outdoors			
Help others			
Work independently			

Activity #7: Exploring Your Career Options

Your major will provide you some of the skills that you will use in your career. However, there are usually a couple different majors that can help you reach a career goal, especially if you take advantage of minors, internships, and more.

Here's an example: A student wants to work in fundraising for hospitals. Initially, they thought their best path would be a BS in Marketing with a Public Health certificate. But after doing some exploration, they realized they could also pursue a BS in Parks, Recreation & Tourism Management with a Travel and Tourism Concentration alongside a Non-Profit Leadership minor; or a BA in Communication alongside a Non-Profit Leadership minor; or a BS in Health Sciences with a Public Health Administration concentration. They also thought a lot about different clubs, organizations, internships, volunteer opportunities, and research opportunities they could pursue to get to their goal.

It was in the student's best interest to pick the pathway that would fulfill them academically, while also helping them reach their ultimate career goal. You may find that you, like the student above, have many potential options in reaching your career goal.

Consider the following questions.

1. How do you feel like your majors of interest and future career goals match up?

2. What minors, internships, or other experiences would help you tailor your college experience towards a job you're interested in?

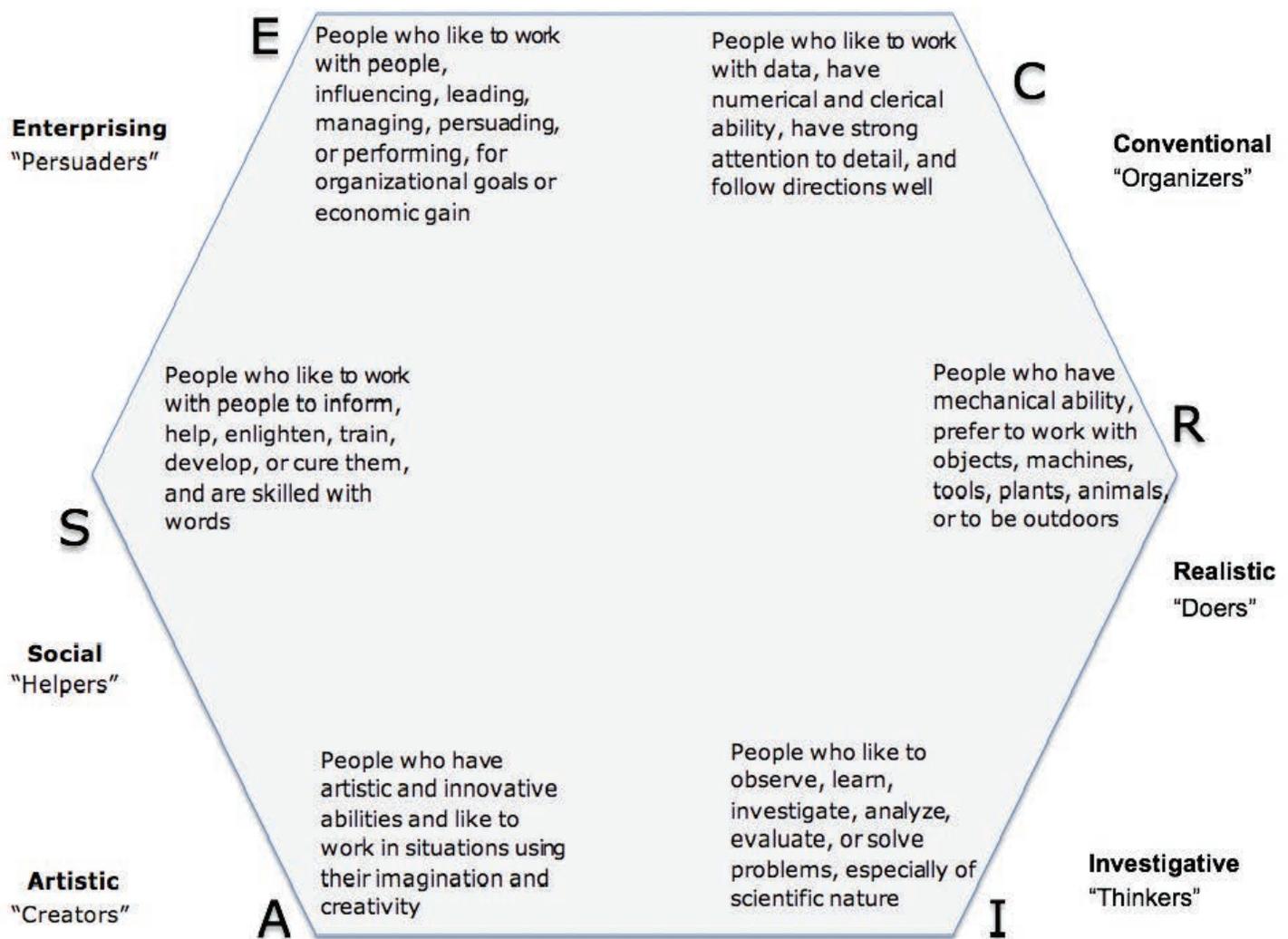
3. If you don't have a particular career in mind already, what interesting jobs could some of your possible majors help you achieve?

Activity #8: CCPD's Occupational Codes Activity

This exercise will help you start to understand what types of work might appeal to you, leading to a few options for best fit majors. First, imagine that you are at a party, trying to decide which people to hang out with. Below is an aerial view of the room. You can see that people with similar interests have all gathered in the corners described below. Read through the descriptions of each corner and note your reaction to the descriptions of each group. Now answer the following questions:

1. Which corner of the room would you instinctively be drawn to (meaning the group you would have the most in common with) and enjoy being with for the longest time? Write the LETTER for that corner here: _____
2. After 15 minutes, everyone in your corner of the room expect for you leaves for another party across town. Of the groups that remain, to which corner would you be drawn the most? Write the LETTER of that corner here: _____
3. After another 15 minutes, this group leaves too. Of the groups that now remain, which would you enjoy being with for the remaining time? Write the letter for that corner here: _____

Once you've completed this, move on to the next page, keeping in mind your three letters.



CCPD Occupational Codes Matrix

Your three letters make up your Occupational Code (for example, "RIA"). These Occupational Codes can help you see what kind of work you'd enjoy based on your interests. Often, the Occupational Codes are linked to a particular job, but in this case, we will be looking at which majors relate to which codes.

Take a look at the chart below and try to find majors whose Occupational Codes match yours by 2 or 3 letters. Star or circle these majors. Then, answer the reflection questions below the charts.

If your occupational code isn't matching up with your current majors of interest, you may want to conduct more research on how you would uniquely contribute to that field. Feel free to reach out to CCPD for a career counseling appointment for more clarification on occupational codes.

OCCUPATIONAL CODES

COLLEGE OF AGRICULTURE, FORESTRY, AND LIFE SCIENCES

BS	Agribusiness	RE
BS	Agricultural Mechanization and Business	REC
BS	Animal and Veterinary Sciences	RIC
BS	Environmental and Natural Resources	RI
BS	Food Science and Human Nutrition	IRS
BS	Forest Resource Management	RI
BS	Horticulture	RIA
BS	Packaging Science	RI
BS	Plant and Environmental Sciences	RI
BS	Turfgrass	RIA
BS	Wildlife and Fisheries Biology	IR

COLLEGE OF ARCHITECTURE, ARTS, AND HUMANITIES

BA	Architecture	ARI
BA	Art	A
BS	Construction Science and Management	RIE/A
BA	English	AI
BA	History	AI
BLA	Landscape Architecture	ARI
BS	Language and International Health	AIS
BA	Language and International Business	AES
BA	Modern Languages	SA
BA	Pan African Studies	S
BA	Philosophy	IA
BA	Performing Arts	ASR
BA	Religious Studies	S
BFA	Visual Arts	A
BA	Women's Leadership	SE
BA	World Cinema	AI

COLLEGE OF BEHAVIORAL, SOCIAL, AND HEALTH SCIENCES

BA/BS	Anthropology	IRE
BA	Communication	ASE
BS	Health Science	ISA
BA/BS	Criminal Justice	SI
BS	Nursing	SI
BS	Parks, Recreation, and Tourism Management	ESA
BA/BS	Political Science	EI
BA/BS	Psychology	SIA
BA/BS	Sociology	SIA
BA	Sports Communication	ARE

COLLEGE OF BUSINESS

BS	Accounting	C
BA/BS	Economics	IE
BS	Financial Management	CE
BS	Graphic Communications	RAE
BS	Management	ESC
BS	Marketing	EIS

COLLEGE OF EDUCATION

BS	Agricultural Education	RSC
BA	Early Childhood Education	S
BA	Elementary Education	SEC
BS	Mathematics Teaching	IRE
BS	Middle Levels	ASI
BS	Language Arts and Social Studies	ASI
BS	Mathematics and Science	ISR
BA/BS	Science Teaching	IS
BA/BS	Biological Sciences	IS
BA	Chemistry	SIR
BS	Physical Sciences	IS
BA	Physics	SI
BA	Secondary Education	SAE
BA	English	ASE
BA	Mathematics	IRE
BA	Social Studies (History)	SIA
BA	Special Education	SE

COLLEGE OF ENGINEERING, COMPUTING, AND APPLIED SCIENCES

BS	Bioengineering	RI
BS	Biosystems Engineering	RI
BS	Chemical Engineering	RI
BS	Civil Engineering	IR
BS	Computer Engineering	RI
BS	Computer Information Systems	IRE/C
BA/BS	Computer Science	IRC
BS	Electrical Engineering	RI
BS	Environmental Engineering	RI
BS	Geology	IR
BS	Industrial Engineering	RIE
BS	Materials Science and Engineering	RI
BS	Mechanical Engineering	RI

COLLEGE OF SCIENCE

BS	Biochemistry	IR
BA/BS	Biological Sciences	IR
BA/BS	Chemistry	IR
BS	Genetics	IRS
BA/BS	Mathematical Sciences	I
BS	Microbiology	IR
BA/BS	Physics	IR

Activity #9: Occupational Codes Reflection Activity

1. What did you learn about yourself and your work interests after completing the Occupational Codes activity?

2. Out of the majors that matched your Occupational Code, which ones resonate with you? Why? Do any of them match the majors you were interested in previously?

3. Do you have any current majors of interest that don't match up with your occupational code? If so, what unique qualities, perspectives or contributions could you bring to that occupation regardless?

4. What are your next steps for exploring the majors that you saw matched your Occupational Code?

Helpful Resources & Services: CCPD

What Can I Do with This Major?

This resource offers an outline of common career areas, typical employers, and strategies designed to maximize career opportunities.

Occupational Outlook Handbook (OOH)

The OOH features hundreds of occupations and describe What They Do, Work Environment, How to Become One, Pay, and more. Each profile also includes Bureau of Labor Statistics (BLS) employment projections for the 2010—20 decade. Consider using this resource if you are interested in exploring, researching, or learning more about potential careers.

O*NET

The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. If you are interested in finding out what different careers look like from day to day, consider using this resource. There is information in O*NET is available for over 900 occupations. This resource matches Activity #7 in this guide.

TigerLink

The primary objective of TigerLink is to connect Clemson students, faculty & staff, and alumni & friends for career related support. Students will be able to gain a mentor as well as network with both current Clemson students and alumni.

Career Counseling

Career Counselors area available for 30 minute and 1-hour appointments. **Appointments are available 10 am to 11:30 am and 1:30 pm to 4 pm Monday through Friday.** You can gain assistance with your job or internship search questions, your career interests and direction, graduate and professional school search, interview preparation, and/or accepting job offers.

Mock Interviews

Career counselors are also available for 1-hour mock interviews. In addition, there is an Employer in Residence – a Retired GE Executive – available for 30-minute mini mock interviews. Mock Interviews are available **10 am to 12 pm and 1:30 pm to 4 pm Monday through Friday** and must be scheduled **ONE WEEK prior to the desired interview date.**

Career Assessments

The Strong Interest Inventory and TypeFocus assessment are great tools and are interpreted through a 1-1 session with a career counselor. These resources reveal career interests and work environments that match each individual.

Document Reviews

The career staff is also available to review your documents such as resumes, cover letters, graduate school essays and applications.

Find out more on our website and social medias:

www.career.sites.clemson.edu/

CCPD Phone: 864-656- 6000



@clemsonccpd



ClemsonCCPD

Section 4: Your Pathway

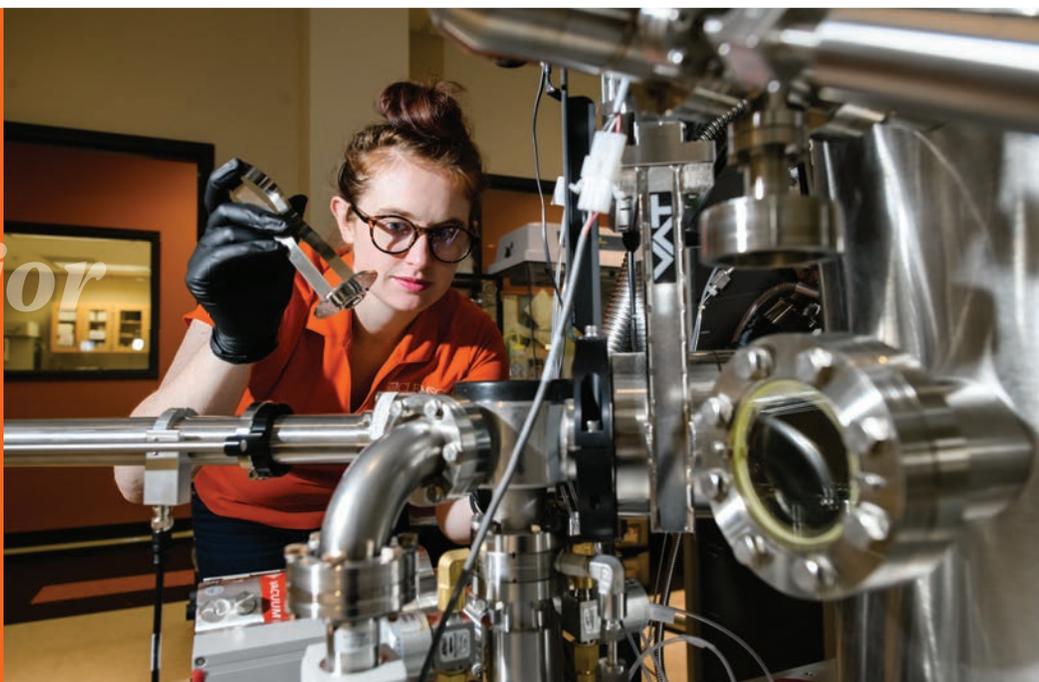
In this section, you will consider whether you are ready to officially declare your major. It is important to recognize this decision takes time, and your academic advisor is available to support you in identifying the appropriate steps to take from here. Regardless of where you are, it is important to consider what tools you will need in the future to achieve your definition of success.

General Information About Major Declaration:

The Registrar's Office outlines the major declaration process for new and continuing undergraduate students on their website. This site includes information about general change of academic program requirements and procedures. More information about departmental change of academic program requirements can be found in the Undergraduate Catalog. Additionally, departments process requests based on the academic calendar.

Finally, you are highly encouraged to meet with an academic advisor in your intended major prior to submitting the online change of academic program request to identify any eligibility or application requirements that might exist related to your intention. You may schedule a Major Exploration appointment in CU Navigate to connect with an advisor.

*Declaring
your Major*



Activity #10: Am I Ready to Declare?

In this activity, you will determine where you are in the process of declaring your major. Answer the following questions; then, consider how your responses reflect your readiness to declare.

I understand my strengths, interests, and values.	Yes	No
I explored Clemson's curriculum and know the differences between a BS and a BA.	Yes	No
I identified degrees of interest and investigated them in-depth.	Yes	No
I have identified a parallel plan, if I am interested in a closed major.	Yes	No
I reflected on my academic non-negotiables and deal breakers.	Yes	No
I explored potential career options that align with my values and interests.	Yes	No
I met with my academic advisor to discuss the differences between my options and any questions and/or concerns that I had.	Yes	No
I understand the requirements to declare my majors of interest.	Yes	No
I know the deadline to declare my majors of interest for the current or upcoming semester.	Yes	No
I know where to declare my major in iROAR and how this process works for when I am ready to declare.	Yes	No

Once you have reflected on your answers above, you can use the space below to plan your next steps.

1. What actions do you need to take in order to declare your major?

2. Who can help you as you work towards declaring your major?

3. What resources can you utilize as you work towards declaring your major?

Activity #11: My Major Action Plan

After you've declared your major, you can use the following activity to reflect on your next steps. As you move forward with your major declaration process, do not hesitate to reach out to your academic advisor for support.

1. Your Declared Degree is: BA/BS/BLA/BFA in _____

2. Your Declared Degree is housed within the College of: _____

3. You need _____ credit hours in order to graduate with this degree.

4. Your new advisor is _____.

NOTE: It may be useful to meet with this advisor to discuss any potential adjustments you need to make to your schedule for next semester.

5. What prerequisite or general education courses will you need to complete the requirements for your new major?

6. What steps will you take to be successful in this degree?

7. What resources will you use to support your success in this degree?

Congratulations on declaring your Major!



We hope that you learned more about your passions, academics, career, and success while using this guide. While going through this process, the most important thing to remember is that your degree is entirely your decision. What you pursue in the future is completely up to you, as you continue to grow personally and professionally.

Now that you are on track for your future educational pathway, here are some ways to stay connected to the Academic Success Center. The Academic Success Center is always improving its services to support students, so be sure to check our website for the most up-to-date information:

Academic Coaching

Focused on learning and personal success strategies you can engage in for academic and personal growth, this service typically consists of ongoing weekly or biweekly appointments with an academic coach. Students also have access to the Learning and Study Strategies Inventory (LASSI), a tool to measure their current skills and areas for growth.

Success Strategies Workshops

These interactive presentations can help you sharpen your thinking skills, increase your confidence, and enhance your knowledge of success strategies and resources.

Peer-Assisted Learning (PAL)

PAL is a series of collaborative, supportive, and structured group learning sessions facilitated by a peer leader who successfully completed the course being supplemented.

Tutoring

Peer tutors facilitate supportive drop-in and by-appointment learning sessions for a course they have successfully completed.

Tutor Matching Service (TMS)

This online platform is accessible from the ASC website and allows you to connect with a private tutor. TMS is the only ASC service that has a cost associated.

Find out more on our website and social medias:

www.clemson.edu/asc

ASC Phone: 864-656-6452

Email: ASC@clemson.edu

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